**English Language Proficiency Standards/ELPA21**

**December 13, 2013**

**ESU 6 Title III Consortium**

**Enhanced Assessment Grant (EAG)**

* Nebraska Department of Education has joined a new consortium (ELPA21) to develop a new language proficiency assessment
  + Oregon is the lead state; 11 states are in the consortium
    - Other states: Washington, Iowa, Kansas, Florida, Louisiana, Arkansas, Ohio, South Carolina, West Virginia, Nebraska
  + EAG, through the Memorandum of Understanding, required all states to adopt common English Language Proficiency standards aligned to the new language proficiency assessment (ELPA21)
  + Standards cannot be changed; however, the state may add 15% additional standards if desired
  + Planned operational year of ELPA21 is 2015-16 with field testing in 2014-15

**New Language Proficiency Standards**

* Benefits
  + Shared expertise across states
  + Common expectations for ELLs across states in the consortium
  + Feedback from national ELL and standards experts
* Focus
  + What does it look like when ELLs use language effectively as they progress toward independent participation in grade-appropriate activities?
    - Engaging with complex texts
    - Using evidence to inform, argue, and analyze
    - Working collaboratively, understanding multiple perspectives, and presenting ideas
    - Using and developing linguistic resources to do “all of the above”
* Grade levels
  + Like current standards, new standards are by grade cluster
  + However, new standards are for Kindergarten, grade 1, grades 2-3, grades 4-5, grades 6-8 and grades 9-12
* Modalities (see page 7)
* Receptive
  + - Ways in which students receive communications from others (e.g., listening, reading, viewing)
    - Instruction and assessment focus on students’ communication of their understanding of the meaning of communications from others
  + Productive
    - Ways in which students communicate to others (e.g., speaking, writing, drawing)
    - Instruction and assessment focus on students’ communication of their own understanding or interpretation
  + Interactive
    - Collaborative use of receptive and productive modalities as students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
* Levels of performance (See page 8 as an example)
  + Levels 1-5 descriptors describe targets for student performance by the **end** of each level.
  + Linear progressions are for presentation and understanding
  + Actual second language acquisition does not necessarily occur in a linear fashion within or across proficiency levels

**Key Partners**

* ELPA 21 states
* WestEd: Lynn Shafer Willner, Project Director
* Council of Chief State School Officers (CCSSO)
* Understanding Language Initiative (Stanford University)
  + Dr. Kenji Hakuta, Co-Chair and Lee L. Jacks Professor of Education
  + Martha Castellon, Executive Director
* National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA

**Timeline**

* October 2013-Met with the Committee of Practitioners to review standards implementation process
* November 2013 - Met with the statewide Professional Developers to review the new standards
* December 2013 - Adopt standards
* April 2014 - Determine if additional standards are needed
* Fall 2014 - Begin implementation of standards
* Fall 2016 – Full implementation of standards